



# **TEST** ADMINISTRATION **MANUAL**

## MCESA High School Visual Arts Performance Assessment



**MCESA**

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## Table of Contents

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Table of Contents.....	2
Introduction .....	3
• Purpose and Uses .....	3
• Assessment Overview.....	4
• Accommodations .....	5
• Validity .....	6
• Reliability.....	6
• References.....	7
Tasks.....	8
• Testing Conditions.....	8
• Teacher Guidelines.....	9
• Scripted Directions for Task 1– Create Artwork .....	10
• Scripted Directions for Task 2 – Evaluate Artwork .....	11
• Scoring Rubrics.....	12
• Data Capture Sample .....	12
• Scoring Samples.....	13
Appendix .....	17
• Task 1 – Create Artwork Student Directions and Reference Sheet .....	19
• Task 2 – Evaluate Artwork Student Directions and Reference Sheet .....	20
• Data Capture Tool .....	21

# Introduction

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## Purpose and Uses

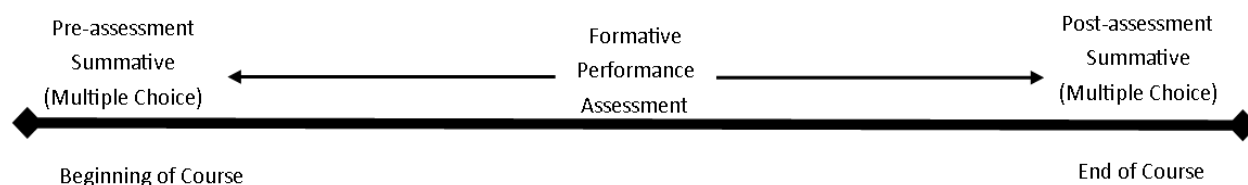
This performance assessment and administration manual is a comprehensive tool to support formative assessment in visual arts. It has been created for the purpose of complementing the MCESA Content-Specific Assessment, a pair of multiple-choice pre- and post-assessments that are used to measure student growth and teacher effectiveness. Both assessments have been created through collaboration between MCESA, WestEd, and teachers from numerous Maricopa County school districts. In combination, the multiple choice and performance assessments represent a balanced assessment plan. The multiple choice assessment is a summative assessment measuring all that students know about the content. When taking this assessment, students are demonstrating their knowledge and mental skill of the subject. In contrast, this performance assessment is designed to assess what students can do. When participating in the performance assessment, students are demonstrating their physical skills in the subject area. In combination, these two assessments work to cover the greatest number of standards possible for the course.

This performance assessment is intended for formative use, which means that it can be used repeatedly at any point within an instructional sequence or course. Formative assessment is often referred to as *assessment FOR learning* in contrast to summative assessment or *assessment OF learning* (Burke, 2010). Specifically, the formative uses of this performance assessment include the following.

- Diagnose students' capabilities on isolated standards
- Provide feedback to students on their skill development
- Demonstrate the progress of student learning, also called an interim or benchmark assessment
- Measure student growth on specific skills
- Identify individuals or groups of students who need differentiated instruction
- Provide evidence of the teacher's use of data to inform instruction as measured by most teacher observation instruments
- Support the teacher with data driven instruction or real-time assessment
- Serve as a common assessment among professional learning community team members or for district-wide data collection

Image 1 demonstrates one way this assessment can be combined with a summative assessment to create a balanced assessment plan for a course. Additionally, the rubrics found in this assessment can be applied to custom, teacher-written tasks for further, more specific formative assessment.

**Image 1:** Assessment Plan



## Assessment Overview

The performance assessment in this test administration manual is comprised of two distinct tasks for students, assessing four performance objectives from the Arizona State Standards. This assessment should be given in one testing unit that may encompass up to a week's time. It is designed to be embedded with natural and authentic classroom practices. In the first task, students will be creating an original piece of artwork. Afterwards, they will complete a writing task answering questions about their artwork. The tasks of this assessment come with teacher guidelines and a rubric. Other tools also found in this manual include scripted teacher directions, student handouts, scoring examples, and a data capture tool.

The following table lists the exact performance objectives and standards that are being assessed. The second column shows the components to assess for Task 1 and a secondary standard from the Arizona College and Career Readiness Standards for Task 2.

**Table 1:** Performance Objectives for High School Visual Arts Performance Assessment

	<b>Art Performance Objective</b>	<b>Component to Assess</b>
<b>Task 1 – Create Artwork</b>	S1-C3-301 – Identify, select, and use elements of art and principles to organize the composition in his or her own artwork.	Create an exciting composition including three to five objects.
	S1-C2-302 – Demonstrate purposeful use of a range of materials, tools, and techniques in his or her own artwork.	Use a variety of values.
	S1-C4-301 – Demonstrate purposeful use of subject matter, symbols, and/or themes in his or her own artwork.	Apply a creative device, mood, or theme.
	<b>Art Performance Objective</b>	<b>Secondary Standard</b>
<b>Task 2 – Evaluate Artwork</b>	S1-C5-302 – Identify and apply technical, functional, formal and/or expressive criteria in the evaluation of his or her own artwork (e.g., self-evaluations, group critiques, artist's statements).	<b>College and Career Readiness Anchor Standard for Writing, 6<sup>th</sup>-12<sup>th</sup> grade, 2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.

The performance objectives shown in the chart were selected very intentionally. A team of teachers first examined all of the performance objectives that were suited to evaluation through student demonstration of a skill, as opposed to measuring knowledge with a multiple-choice test. They then selected a subset that matched these criteria.

- Could the skill be observed in the course of authentic classroom activities?
- Could the skill be observed and measured quickly and conveniently?
- Could the skill be measured with a rubric?
- Could individual student growth over time be demonstrated if assessed at the beginning and end of the course?
- Do the skills represent some of the most salient content of the course?

Through the development and review process of the entire assessment, some of the initially selected objectives were removed and others were added. Even though this test administration manual contains a small selection of performance objectives and tasks, the rubrics contained in this assessment may be applicable to other tasks created by teachers or districts.

## Accommodations

The following excerpt from *AIMS Testing Accommodations: Guidelines for 2013-2014* (Arizona Department of Education, 2013) describes the universal testing conditions that should enable all students to have an appropriate testing setting to support their success on the assessment. Even though these universal conditions seem oriented to traditional paper-pencil or computer-based assessments, they still represent a fair opportunity to demonstrate success that should be extended to all students.

### UNIVERSAL TEST ADMINISTRATION CONDITIONS

Universal Test Administration Conditions are specific testing situations and conditions that may be offered to **any** student in order to provide him/her a comfortable and distraction free testing environment.

Universal test administration conditions include:

- Testing in a small group, testing one-on-one, testing in a separate location or in a study carrel
- Being seated in a specific location within the testing room or being seated at special furniture
- Having the test administered by a familiar test administrator
- Using a special pencil or pencil grip
- Using devices that allow the student to see the test: glasses, contacts, magnification, special lighting, and color overlays
- Using devices that allow the student to hear the test directions: hearing aids and amplification
- Reading the test quietly to himself/herself as long as other students are not disrupted,
- Wearing noise buffers after the scripted directions have been read
- Having the scripted directions included in the *Test Administration Directions* repeated (at student request) and having questions about the scripted directions or the directions that students read on their own answered.

Students with IEP's, 504 plans, or English Language Learners may also need specific accommodations beyond the universal testing conditions. Refer to *AIMS Testing Accommodations: Guidelines for 2013-2014* for specific lists of standard accommodations for these groups. It is important to note that any accommodations used in a testing setting must align to accommodations that have been used consistently in regular instruction. Additionally, any specific assessment accommodations noted in IEP's or 504 plans should be implemented for this assessment.

## Validity

When using any assessment, it is important to know if the tool is valid, meaning it measures what it is designed to measure. A formal definition of validity is “...the degree to which accumulated evidence and theory support specific interpretations of test scores entailed by proposed uses” (American Educational Research Association et al., 1999, p 9). This means that a collection of evidence is necessary to discuss whether a test is valid or not. Evidence can take many forms, such as statistical values or narrative descriptions. In the case of this performance assessment, the collection of evidence includes the design decisions and the development process. This assessment has strong validity for the following reasons.

- The construct being measured aligns to the item type (Haladyna, 1997). Because the performance objectives selected to be measured for this assessment are all performance-based in nature, the assessment includes tasks that requires students to demonstrate their skill.
- The construct being measured and range of performance is clearly defined (Stiggins, 1987). This assessment uses state standards, detailed rubrics and descriptions of the testing conditions to define the construct.
- Using a rubric with fewer levels is recommended over rubrics with more levels (Reeves, 2004). This assessment uses 4-point rubrics.
- Subject matter experts were used throughout the development process (AERA, et al 1999). Classroom teachers helped to select objectives, draft the tasks and rubrics, pilot the tasks in the classroom, and review the total assessment.
- A rigorous review process was employed (AERA, et al 1999). The assessment and all its content have been reviewed eight different times from inception to delivery by subject matter experts and assessment development experts from both MCESA and WestEd.

## Reliability

One of the possible uses of this assessment is for analysis of data by a team of teachers or a whole district. For that reason, it is important to know if the assessment is reliable, meaning it will yield consistent results each time it is used. A critical way to achieve reliability is to standardize the testing conditions, administration, and scoring as much as possible. Therefore, this assessment contains statements of the testing conditions and scripted teacher directions. Adhering to these directions every time the test is used will support the reliability. Even if the test is only being used with one class, it is important to uphold standardization as much as possible for the benefit of all students and their opportunity to demonstrate success equally.

If data will be collected by several teachers using this assessment and compared, then it is recommended that attention be given to inter-rater reliability. Before the assessment, the scorers should collaboratively review the entire test administration manual and discuss the scoring samples provided. Other techniques to support inter-rater reliability include using two scorers, trading classes to assess, or appointing an outside scorer to “spot-check” both the assessment administration process and the collected scores.

## References

- Arizona Department of Education. (2013). *AIMS testing accommodations: Guidelines for 2013-2014*. Phoenix, AZ: Author.
- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1985). *Standards for educational and psychological testing*. Washington, DC: Authors.
- Burke, K. (2010). *Balanced assessment: From formative to summative*. Bloomington, IN: Solution Tree Press.
- Haladyna, T.M. (1997). *Writing test items to evaluate higher order thinking*. Boston, MA: Allyn and Bacon.
- Reeves, D. B. (2004). *101 questions and answers about standards, assessments and accountability*. Englewood, CO: Advanced Learning Press.
- Stiggins, R.J. (1987). *Design and development of performance assessments*. Accessed at <http://ncme.org/publications/items/> on November 12, 2012.



# Tasks

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## Testing Conditions

In this assessment, students will be asked to complete two tasks. First, they will create an original piece of 2-D artwork responding to a given prompt. Then they will critique their artwork by completing a written response to a prompt about their artwork. The two tasks can be administered over a single classroom period or over several consecutive classroom periods not to exceed one week during the assessment window. The teachers should ensure that the following conditions are met for the assessment.

- All students should be given the same window of time to produce their artwork.
- The written critique portion of the assessment should be given in one testing session. This is an untimed test and arrangements should be made for students who may need more time beyond one class period.
- The environment should be quiet to allow each student to concentrate on his or her work.
- The assessment must be a 2-D product. Nothing may be glued or taped to the artwork. The writing and rough drafts may be stapled to the artwork.
- Materials needed for the test include paper, scratch paper, sharpened pencils, erasers, and at least two media.
- Other materials typically available such as rulers, texture plates, compasses, or protractors may be used during the test but are not required.
- Electronic devices, internet, text books, and other published materials are not allowed during the written portion of the test. However, students may use these materials while creating their artwork.
- Students may be reminded to use materials, tools, and techniques appropriately when the prompt is introduced, but the teacher should not assist, remind, or instruct students while they are working.
- Students may be reminded to use elements of art and principles of design to create an exciting composition when the prompt is introduced, but the teacher should not assist, remind, or instruct students while they are working. Elements of art include texture, line, shape, color, form, value, and space. Principles of design include balance, contrast, emphasis, movement, pattern, rhythm, and unity.
- Students may be reminded to use subject matter, symbols, and/or themes when the prompt is introduced, but the teacher should not assist, remind, or instruct students while they are working.
- It is beneficial to prepare students for the testing experience by teaching them the format of the assessment before the testing session. It would be appropriate to do the following things in the classroom during the course so that students have some preparation for the testing experience.
  - Use the rubric to self-evaluate work on other projects or famous examples of art.
  - Use the writing format in non-assessment settings.
  - Do NOT use the artwork prompt of Task 1 of this assessment in other instructional settings for practice.

## Teacher Guidelines

### *Before Testing:*

- ☐ Read through all of the test directions and accommodations.
- ☐ Prepare drawing materials needed for the test including paper, scratch paper, sharpened pencils, erasers, and at least two media.
- ☐ Prepare a very large still-life table in the center of the room containing at least 15 different objects. This will serve as the visual stimulus for students to choose the content of their drawing.
- ☐ Copy materials for students. Each student will need the Task 1 and Task 2 Student Directions and Reference Sheet.
- ☐ Identify the type of accommodations needed for students (ELL, SPED, 504) prior to testing. If needed consult with special education or classroom teachers to administer these accommodations.
- ☐ Plan for adequate time to complete the assessment.
- ☐ Plan for an early finisher activity for those students who are able to complete the first task early.
- ☐ Remove or cover classroom posters, student work, or other resources that may assist students during the test.
- ☐ Keep student worksheets and teacher directions secure before and after testing session.
- ☐ Make testing signs for doors of the classroom.

### *During Testing:*

- ☐ Read all of the directions as scripted.
- ☐ Actively monitor students during testing.
- ☐ Maintain a quiet, standardized testing environment.
- ☐ Read all directions and prompts; may re-read directions, if asked by students.
- ☐ Avoid clarifying or rephrasing directions or prompts unless stated in an IEP or 504.
- ☐ Move disruptive students to a different testing environment, but allow them to finish their test.
- ☐ Prevent students from using any other outside published resources, including electronics during the writing task. Student may use the resources when creating their artwork.
- ☐ Document if a student leaves for any reason and plan for a make-up session.
- ☐ Allow a student to use the restroom, but collect materials before the student leaves the room and return to them when they come back. Only one student may leave at a time. A sign out sheet with the student name and times left and returned should be used.
- ☐ Leave classroom doors unlocked with a testing sign on the doors to prevent interruptions.
- ☐ Collect incomplete drawings at the end of each session and redistribute at the next session.

### *After Testing:*

- ☐ Score the documents using the scoring rubrics.
- ☐ Optional: Score the tests with two teachers or switch with another art teacher to keep the scoring objective.
- ☐ Record the scores in the Data Capture Tool after completing the scoring.

## ***Scripted Directions for Task 1– Create Artwork***

Read all of the bold directions to your students.

**This week you will be taking the Visual Arts Performance Assessment. This test will measure what you know and can do in the visual arts. You will be creating an original piece of artwork that responds to a prompt, and then you will write a critique of your artwork. You will have \_\_\_\_ days to complete your artwork and then we will use one class session for writing the critique. This is not a timed test. It is important to take your time and do your best. However, it must be finished in the specified number of class sessions. During all portions of the test it will be necessary to maintain a quiet testing environment. I am going to give you a paper with the written directions.**

Pass out student directions.

**Please read the directions silently while I read them aloud.**

**Directions: Choose from the provided media to draw a still life of three to five objects that demonstrates both realistic and creative elements with a focus on:**

**Exciting composition - use a variety of elements of art and principles of design**

**Variety of value – use a range of materials, tools and/or techniques**

**A creative device to produce mood or theme – use subject matter, symbols and/or themes**

**To complete your drawing you will study the still life table to design a composition of three to five objects, ignoring the things you did not choose.**

**You may not move any of the objects on the table. For the creative device, you should think about how you can make your still life seem like more than just a record of the objects in front of you. You may add imaginative elements or interesting backgrounds.**

**You should review the rubric to see how your work will be scored.**

**Electronic devices or print reference materials may be used appropriately during this portion of the assessment if you need help to research the added content to your drawing. You must ask for permission first.**

**Do you have any question about these directions?**

Provide directions for student to access the materials.

## ***Scripted Directions for Task 2 – Evaluate Artwork***

Read all of the bold directions to your students.

**Today you will be completing the second portion of the Visual Arts Performance Assessment. You are going to respond in writing to the drawing you completed in Task 1. This test will measure your ability to analyze and write about what you know in the visual arts. It is important to take your time and do your best. I am going to give you a paper with the written directions.**

Pass out the student directions.

**Please read the directions silently while I read them aloud.**

**Directions: Using the artwork you created:**

**Describe how you used 2 different elements of art in your work.**

**Describe how you used 2 different principles of design in your work.**

**Evaluate how well you applied the elements and principles to your artwork.**

**Identify the mood or theme created in your artwork.**

**Explain how you produced this mood or theme using creativity.**

**Reference your artwork in your explanation.**

**Your response must use complete sentences and include 3 to 5 paragraphs (approximately 1 page or 500 words).**

**Please use appropriate art vocabulary in your writing.**

**You may not use any electronic devices, outside resources, or other reference materials.**

**You should review the rubric to see how your work will be scored.**

**This is not a timed test. You will have as much time as you need to finish it. However, it must be finished by the end of the day. When you are finished, please remain quiet to allow your classmates to concentrate on their work. Please clearly write your first and last name, followed by the teacher's name, class period and school on all papers.**

**Do you have any question about these directions?**

## Scoring Rubrics

Use the rubric below to evaluate each performance objective separately.

### Rubric

Score	Label	Definition
4	Exemplary	Demonstration of the skill shows <u>expressiveness</u> of the artist within the artwork. Student demonstrates the skill <u>expertly</u> with effort. Student appears <u>practiced and fluent</u> . Student can <u>apply</u> the skill in this situation.
3	Accomplished	Student demonstrates the skill <u>proficiently and accurately</u> .
2	Developing	Student <u>partially</u> demonstrates the skill. Skill is <u>adequately</u> demonstrated but at an incomplete manner.
1	Beginning	Student <u>attempts</u> the skill but does not display knowledge of all that the skill involves.
0	Not Observed	Student does not demonstrate the skill.

## Data Capture Sample

Use the rubric to calculate each individual student's rubric score for each performance objective. Transfer the rubric score data to the Data Capture Tool (see Appendix) or to an electronic data system. Image 2 shows a sample of the Data Capture Tool.

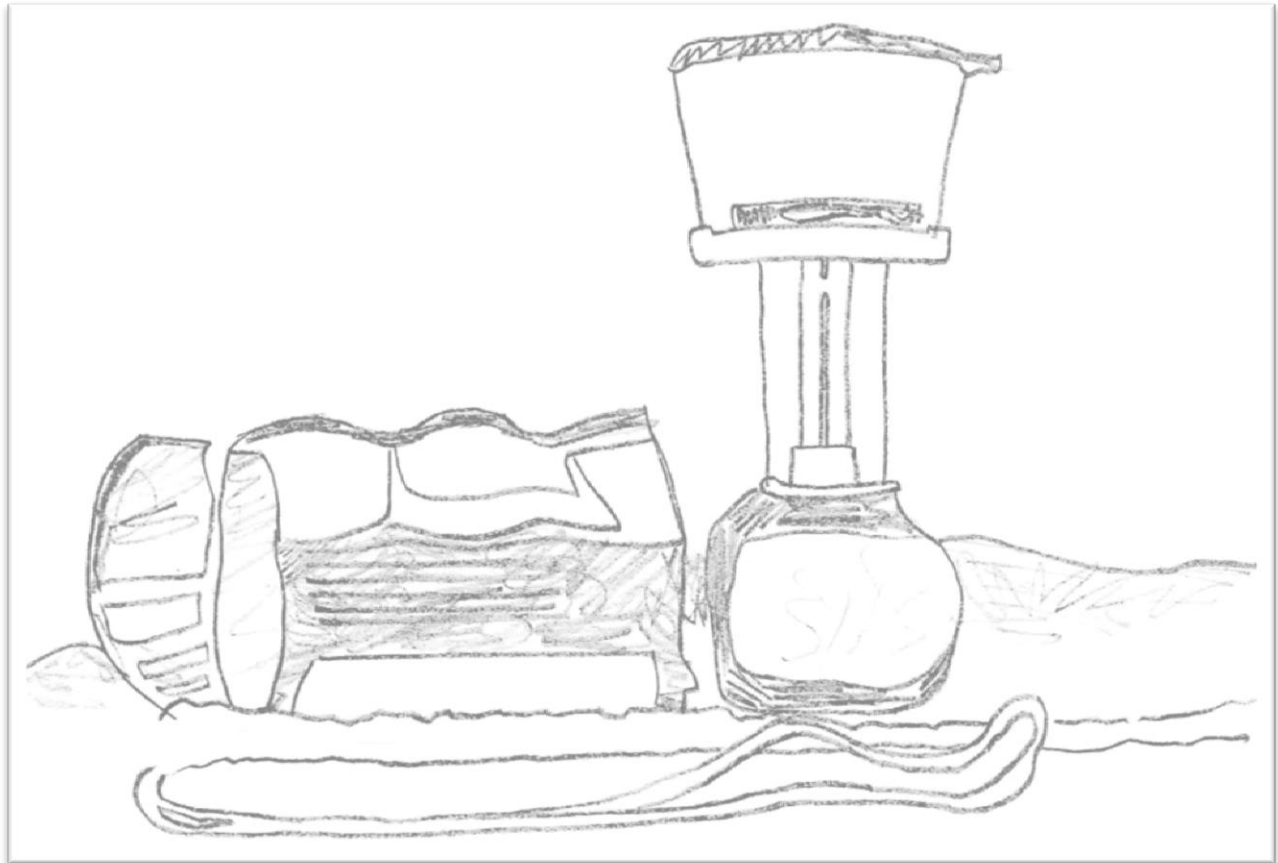
Image 2: Sample Data Capture Tool

High School Visual Arts Performance Assessment	EXCITING COMPOSITION including three to five objects: demonstrates identification, selection and use of elements of art and principles to organize the composition	VARIETY OF VALUES: demonstrate purposeful use of a range of materials, tools, and techniques	CREATIVE DEVICE/ MOOD OR THEME: demonstrate purposeful use of subject matter, symbols, and/or themes	WRITTEN CRITIQUE: identifies and applies technical, functional, formal and/or expressive criteria in the evaluation of his or her own artwork	
Student Name	Task 1 - Create Art			Task 2 - Evaluate Art	Total
Jane Doe	1	2	0	2	5
John Doe	4	3	3	4	14

### Scoring Samples

To assist with how to apply the rubric used in this assessment, two samples are provided here. Images 3 and 4 show examples of students' artwork and their written responses. These are followed by Tables 2 and 3 which show the scores the students earned and a rationale for the scores. The still life table provided to the students included a collection of camping gear.

**Image 3:** High School Student Sample 1



Student's written response:

Space and line are two elements used in this drawing. Space is used because these objects are all basically in the foreground. The bag is underneath the lantern and the flashlight, showing a little bit of dimension to the drawing. Line is used as an outline for the objects. It is clear where the flashlight ends and the lantern begins because the lines are separate. Unfortunately, the spacing is poor because everything is centered more to the left than the middle.

One principle of design I used is variety. The thickness of the lines and shading vary which is more interesting to look at. Another principle is emphasis. This is shown because the shading on the flashlight is done with curly lines while most of the other shading is done with straight lines. The audience is drawn to this part because it is specifically emphasized.

**Table 2:** Scores for High School Student Sample 1

Exciting Composition	1 Beginning	This drawing scores a 1, because the student does not seem to have an awareness of composition. This student has only placed objects on a page. It does include line heavily. However, the artwork does not demonstrate foreground, middle ground or background. There is no overlapping of the objects, and internal proportions are incorrect. They do not show that the student can relate the scale of one object to the other. Even though the student states the use of curly lines to provide emphasis, it is actually a change in value.
Variety of Values	2 Developing	This drawing scores a 2 for value, because it goes beyond a contour drawing and starts to use areas of lights and darks to create a value pattern. A variety of values is not demonstrated. There are only a few shades of gray represented in small areas and no very dark values.
Creative Device for Mood or Theme	0 Not Observed	A mood or theme is not observed in this drawing for several reasons. There is no additional component or content beyond the three objects that were presented. The student did not add a thematic background or any other items to indicate a personal perspective of the collection of objects.
Evaluate Art	2 Beginning	The written response does address two elements of art and two principles of design. However, the student has misnamed one of the principles. Also, the student has not addressed the mood or theme of the picture. The student has referenced parts of the picture in the written response.

**Image 4:** High School Student Sample 2



Student's written response:

In this drawing, I used the art elements of line and value. The lines, specifically contour lines, are used to add detail to the picture. The lines in the lantern show how it is made of glass, and the lines on the lizard show its spikes. I used value to show the depth of the objects. For example, the light and medium gray in the flashlight show how it concaves into the bulb. Both line and value are shown in this piece.

Two principles of design applied to my work are proportion and balance. Proportion is used to show the



flashlight is lying on its side. This is because the front of the light is larger than the back, so it appears to be three-dimensional. The size of the front of the flashlight is proportional to the rest of it while still creating the 3D effect. Balance is used in terms of the shading. The shading is balanced because it is not too dark or too light, and all eight values of shading are incorporated. I was able to incorporate the principles of balance and proportion into this drawing.

I applied the elements and principles quite well. They all worked together to successfully convey the subject of the art. To begin, all the lines that are supposed to be straight are, and the curves are fine as well. Value is applied nicely because it varies throughout, and everything is accurately shaded depending on the depth. Proportion is also executed skillfully. All the parts relate appropriately to each other in size. Finally, balance is applied well because everything looks stable. One side does not appear heavier than the other, and the shading looks balanced across. Overall, I did a prime job applying these elements and principles to my work.

The mood created by this artwork is excitement. This mood is produced through the items drawn. For instance, the lantern and flashlight cause the audience to feel a sense of adventure and curiosity because these items are used on grand quests for a mystery, which is always exciting. Also, the small lizard on top of the lantern gives it an exotic atmosphere. This makes the quest the audience is thinking about seem more exciting because of its exotic nature. Everything appears to be on a bag, leading the audience to think about where this person would be going with a bag packed with a lantern, flashlight, and tiny lizard. To conclude, the subjects of this piece of art are the reasons this picture creates a mood of excitement.

**Table 3:** Scores for High School Student Sample 2

Exciting Composition	4 Exemplary	This drawing scores a 4, because it uses many elements of art and principles of design including space, form, line, value, movement, proportion, unity, variety and emphasis.
Variety of Values	3 Accomplished	This drawing scores a 3, because it shows a very good range of values, which means that the student was proficient in using the tools and techniques for shading. The student would have expressed more if darker media had been chosen to create stronger lines and deeper shadows.
Creative Device for mood or	3 Accomplished	This drawing scores a 3, because the proficient addition of imagined content (the reptile) demonstrates the student's intention to convey a theme such as scariness, phobias, the security of illumination, or the invasion of nature. The theme could have been more expressive with stronger symbolic content. For example, the theme of nighttime phobias could have been conveyed with the rope morphing into a hissing cobra. The student's them of excitement is evident thanks to the written critique.
Evaluate Art	4 Exemplary	The student addressed all parts of the prompt and referenced the artwork as the elements and principles were explained.

## Appendix

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<b><i>Task 1 – Create Artwork Student Directions and Reference Sheet</i></b> .....	19
<b><i>Task 2 – Evaluate Artwork Student Directions and Reference Sheet</i></b> .....	20
<b><i>Data Capture Tool</i></b> .....	21

**Visual Arts Performance Assessments Task 1 – Create Artwork**  
**Student Directions and Reference Sheet**

**Directions:**

Choose from the provided media to draw a still life of three to five objects that demonstrates both realistic and creative elements with a focus on:

Exciting composition - use a variety of elements of art and principles of design

Variety of value – use a range of materials, tools and/or techniques

A creative device to produce mood or message – use subject matter, symbols and/or themes

To complete your drawing you will study the still life table to design a composition of three to five objects, ignoring the things you did not choose. You may not move any of the objects on the table. For the creative device, you should think about how you can make your still life seem like more than just a record of the objects in front of you. You may add imaginative elements or interesting backgrounds.

**Your artwork will be scored with this rubric.**

Score	Label	Definition
4	Exemplary	Demonstration of the skill shows <u>expressiveness</u> of the artist within the artwork. Student demonstrates the skill <u>expertly</u> with effort. Student appears <u>practiced and fluent</u> . Student can <u>apply</u> the skill in this situation.
3	Accomplished	Student demonstrates the skill <u>proficiently and accurately</u> .
2	Developing	Student <u>partially</u> demonstrates the skill. Skill is <u>adequately</u> demonstrated but at an incomplete manner.
1	Beginning	Student <u>attempts</u> the skill but does not display knowledge of all that the skill involves.
0	Not Observed	Student does not demonstrate the skill.

## Visual Arts Performance Assessment Task 2 – Evaluate Art

### Student Directions and Reference Sheet

#### Directions:

Using the artwork you created:

Describe how you used 2 different elements of art in your work.

Describe how you used 2 different principles of design in your work.

Evaluate how well you applied the elements and principles to your artwork.

Identify the mood or theme created in your artwork.

Explain how you produced this mood or theme using creativity.

Reference your artwork in your explanation.

Your response must use complete sentences and include 3 to 5 paragraphs (approximately 1 page or 500 words).

Please use appropriate art vocabulary in your writing.

You may not use any electronic devices, outside resources or other reference materials.

Your response will be evaluated using this rubric.

Score	Label	Definition
4	Exemplary	Demonstration of the skill shows <u>expressiveness</u> of the artist within the artwork. Student demonstrates the skill <u>expertly</u> with effort. Student appears <u>practiced and fluent</u> . Student can <u>apply</u> the skill in this situation.
3	Accomplished	Student demonstrates the skill <u>proficiently and accurately</u> .
2	Developing	Student <u>partially</u> demonstrates the skill. Skill is <u>adequately</u> demonstrated but at an incomplete manner.
1	Beginning	Student <u>attempts</u> the skill but does not display knowledge of all that the skill involves.
0	Not Observed	Student does not demonstrate the skill.

## ***Data Capture Tool***

# High School Visual Arts Performance Assessment

[illegible]